

Scenarios

When designing assessments:

1. What do you need to do to ensure the values of assessment are embedded?
 - a. (valid, reliable, fair, transparent, authentic/relevant, motivate learning, deep learning, equitable, formative, summative, timely, incremental, redeemable, demanding, demonstrate excellence, efficient and manageable, early feedback.)
 2. The assessment assists learning? (superficial and deep)
 3. Learning outcomes are met? (Hint: descriptors in Los and instruction words match.)
- **With these questions in mind, design an outline (mind map, table) for assessing one of the following.**
 - Indicate how the three aspects are met.

1. Skills. Possible examples: measuring BMI, doing a dressing, giving an injection, taking blood pressure, making wooden frames, using power tools, cleaning a chainsaw, planting a tree, doing an oil change, making an omelette, communication etc.

2. Knowledge. Possible examples: bioscience, maths, parts of power tools, computer health and safety, cultural awareness, plant biology, soil types, nutrition etc.

3. Team work. Possible examples: Google team, planning an event, e.g., Masters Games, a conference; building a house, putting in a kitchen, working on a project etc.

4. Project-based learning. Possible examples: doing a research project with a business, designing a community initiative, building an object, or creating a product.

5. Field work or clinical competency. Possible examples: taking a group into the bush, working with clients in the community, taking care of clients in a hospital setting, working on a building site etc.